Strand	Year 6	Year 5	Year 4	Alternative Programme 3	Alternative Programme 2	Alternative Programme 1
	equivalent L.O.F Level 6 Year 6	*equivalent L.O.F Level 6 Year 5*	*equivalent L.O.F Level 5 Year 4*	*equivalent L.O.F Level 5 Year 3*	*equivalent Primary Maths Syllabus 2014/15 Year 2*	*equivalent Primary Maths Syllabus 2014/15 Year 1*
Links to online repository resources	*https://drive.google.com/ file/d/1wY7sP7PHjzD_akZ uOPM7HaGtqzjMaZuu/vi ew?usp=sharing*	*https://drive.google.com/ file/d/1d4JhGwc6uGLoYSJ YjZZeIVPJFz6fEom5/view? usp=sharing*	*https://drive.google.com/ file/d/1lYzI- XFUm2vowFHBb4a2wGV6 dCepM10x/view?usp=sha ring*	*https://drive.google.com/ file/d/1HakJAk1eWxh9wd A4nlhUNz5fXASD92eT/vie w?usp=sharing*	*https://drive.google.com/ file/d/1UpeHMBESs1xT1t s811fRzWF8DLu2FxX_/vie w?usp=sharing*	*https://drive.google.com/ file/d/1V71EMnrCdDMYa AKM3CH0wSMctovqetiq/ view?usp=sharing*
Number – The Number System	I can read, write and order whole number up to one million (1,000,000) in figures and words.	I can read, write and order whole numbers up to one hundred thousand (100,000) in figures and words.	I can read, write and order whole number up to ten thousand (10,000) in figures and words.	I can read, write and order whole numbers up to one hundred (100) in figures and words. https://teleskola.m t/comparing-and- ordering-numbers/	Count reliably at least 30 objects. Read and write numerals from 0 to at least 30. Compare and order numbers to at least 30, and position	Count reliably forward and backwards up to 10 everyday objects. Recognise and write numerals 1 to 9, then 0 and

				them on a number track. https://teleskola.mt/counting-forward-and-backward-to-30/ https://teleskola.mt/comparing-and-ordering-numbers-2/	10, then beyond 10. https://teleskola.mt/comparing-and-ordering-numbers-up-to-10/
I can recognise, read and position whole numbers up to one million (1,000,000) on a number line.	I can recognise, read and position whole numbers up to one hundred thousand (100,000) on a number line.	I can recognise, read and position whole numbers up to ten thousand (10,000) on a number line.	I can recognise, read and position whole numbers up to one hundred (100) on a number line.		Recognise and write numerals 1 to 9, then 0 and 10, then beyond 10.
I can recognise the place value of any digit in a whole number up to one	I can recognise the place value of any digit in a whole number up to one	I can recognise the place value of any digit in a whole	I can recognise the place value of any digit in a whole	Know what each digit in a two-digit number represents.	Understand the value of each number.

	million (1,000,000).	hundred thousand (100,000).	number up to ten thousand (10,000).	number up to one hundred (100). https://teleskola.mt/place-value-tens-and-ones-up-to-100/	Partition a 'teens' number and also partition larger two-digit numbers into a multiple of ten and ones (TU). https://teleskola.mt/place-value-1-tens-and-ones-partitioning-a-teens-number/ https://teleskola.mt/place-value-2-partitioning-numbers-into-tens-and-ones-beyond-20/	
	I can compare and order whole numbers up to one million (1,000,000) and include	I can compare and order whole numbers up to one hundred thousand (100,000) and	I can compare and order whole numbers up to ten thousand (10,000) and include	I can compare and order whole numbers up to one hundred (100) and	Use the = sign to represent equality.	Compare and order numbers including ordinal numbers. *(ordinal numbers not at this stage)*

symbols such as <, > or =.	include symbols such as <, > or =.	symbols such as <, > or =	include symbols such as <, > or =.		
I can recognise, read, say and write (in figures) ordinal numbers.	I can recognise, read, say and write (in figures) ordinal numbers.	I can recognise, read, say and write (in figures) ordinal numbers from 1st to 31st.	I can recognise, read, say and write (in figures) ordinal numbers from 1st to 31st.	Compare and order numbers including ordinal numbers.	Compare and order numbers including ordinal numbers. https://teleskola.mt/ordinal-numbers/
I can identify odd and even numbers.	I can identify odd and even numbers.	I can identify odd and even numbers up to ten thousand (10,000).	I can identify odd and even numbers up to one hundred (100). https://teleskola.mt/odd-and-even-numbers-up-to-100/	Recognise odd and even numbers up to 30. https://teleskola.mt/odd-and-even-numbers/	Talk about, recognise and recreate simple patterns e.g. counting in 2's and 10's.
I can count forward and backwards in 1s, 2s, 10s and 100s	I can count forward and backwards in 1s, 2s, 10s and 100s	I can count forward and backwards in 1s, 2s, 10s and 100s starting from any	I can count forward and backwards in 1s, 2s, 10s starting from any whole	Count on and back in steps of 1s, 10s, 2s, 5s and 3s.	Talk about, recognise and recreate simple patterns e.g.

	starting from any whole number.	starting from any whole number.	whole number up to one thousand (1,000).	number up to one hundred (100).		counting in 2's and 10's.
	I can count forward and backwards in steps of 3, 4 or 5 to and from any whole number.	I can count forward and backwards in steps of 3, 4 or 5 to and from any whole number.	I can count forward and backwards in steps of 3, 4, or 5 to and from any whole number less than or equal to fifty (50).	I can count forward and backwards in steps of 3, 4, or 5 to and from any whole number less than or equal to fifty (50).		
	I can count forward/backwards in steps of 25 (to/from any multiple of 25) and 50 (to/from any multiple of 50).	I can count forward/backwards in steps of 25 (to/from any multiple of 25) and 50 (to/from any multiple of 50).	I can count forward/backwards in steps of 25 (to/from any multiple of 25) and 50 (to/from any multiple of 50) up to five hundred (500).	I can count forward/backwards in steps of 25 (to/from any multiple of 25) and 50 (to/from any multiple of 50) up to five hundred (500).		

			I can count forward/backwards in steps of 25 (to/from any multiple of 25) and 50 (to/from any multiple of 50) within five hundred (500).			
	I can recall the first ten multiples of the following numbers: 2, 3, 4, 5, 6, 7, 8, 9 & 10. I can list the first five multiples of any whole number up to and including one hundred (100).	I can recall the first ten multiples of the following numbers: (2, 3, 4, 5, 6, 8 & 10 same as Level 5) and 7 & 9. I can list the first five multiples of any whole number up to and including one hundred (100).	I can recall the first ten multiples of the following numbers: 2, 3, 4, 5, 6, 8 & 10.	I can recall the first ten multiples of the following numbers: 2, 4, 5 & 10.		

	I can identify common multiples of two numbers. I can identify the least common multiple (LCM) of two numbers.				
	I can associate 0.25 with one quarter ($\frac{1}{4}$) and 0.75 with three quarters ($\frac{3}{4}$). I can associate 0.1 with one tenth ($\frac{1}{10}$) and 0.01 with one hundredth ($\frac{1}{100}$). I can compare and order simple fractions, mixed numbers & decimal	I can associate 0.25 with one quarter ($\frac{1}{4}$) and 0.75 with three quarters ($\frac{3}{4}$). I can associate 0.1 with one tenth ($\frac{1}{10}$) and 0.01 with one hundredth ($\frac{1}{100}$). I can compare and order simple fractions, mixed numbers & decimal	I can associate 0.5 represents one half (½).		

	and position them on a number line. I can relate simple fractions which have a denominator which is a factor of 100 to decimals. I can recognise the relationships between fractions and decimals. I can write tenths and hundredths in decimal form and vice versa.	and position them on a number line. I can relate $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$, $\frac{3}{4}$ to decimals I can recognise the relationships between fractions and decimals. I can write tenths and hundredths in decimal form and vice versa.			
	I can read and use the terms 'simple fractions', 'numerator' and 'denominator'.	I can read and use the terms 'simple fractions', 'numerator' and 'denominator'.	I can recognise and name fractions with denominator up to 12 that are parts of a whole	I can recognise and name one half (½) of a whole shape which is divided into two equal parts. (Use	

	I can use the term 'mixed numbers'. I can recognise 'mixed numbers' which include a whole number and a fraction and can use the term 'mixed numbers'. I can change an improper fraction into a mixed number and vice versa.	I can use the term 'mixed numbers'. I can recognise 'mixed numbers' which include a whole number and a fraction and can use the term 'mixed numbers'.	which is divided into equal parts. (Use of Fraction Wall is recommended).	of Fraction Wall is recommended). I can recognise and name one quarter (¼) of a whole shape which is divided into four equal parts. (Use of Fraction Wall is recommended).		
	I can recognise, use and generate equivalent fractions. I can use simple proportion (using equivalent fractions), to solve	I can recognise, use and generate equivalent fractions.	I can recognise and name equivalent fractions of a given fraction with denominator up to 12.	I can recognise that two halves and four quarters make one whole. I can recognise that two quarters are equivalent to one half.		

	simple problems e.g. What is the value of ? in $\frac{1}{3} = \frac{?}{6}$ I can reduce a fraction to its simplest form.		https://teleskola.mt/equivalent-fractions/	https://teleskola.mt/fractions-finding-halves-and-quarters-in-shapes/ https://teleskola.mt/fractions-halves-and-quarters-2/		
	I can compare and order simple fractions and position them on a number line.	I can compare and order simple fractions and position them on a number line.	I can compare and order unit fractions up to $\frac{1}{12}$ and position them on a number line.			
	I can state one number lying between two given decimal numbers.[the in between number is to be up to 2 decimal places]	I can state one number lying between two given decimal numbers.[the in between number is to be up to 2 decimal places]	I can state one whole number lying halfway between two whole numbers	I can state whole numbers lying between two whole numbers up to one hundred (100). I can state whole numbers lying halfway between		

				two whole numbers up to a range of 11.		
I can use assistive technology (e.g. tablets and computers) and other learning resources (e.g. Cuisenaire rods, Unifix cubes,base 10 blocks, fraction wall) to learn about numbers and their properties.						

Number – Numerical calculations	I can use brackets to order operations on positive numbers.	I recognise that I can add numbers in any order and get the same result up to hundred thousand (100,000)	I can add hundred (100) or one thousand (1,000) to any whole number. I recognise that I can add numbers in any order and get the same result up to ten thousand (10,000)	I recognise that I can add numbers in any order and get the same result up to one hundred (100).	Recognise that addition can be done in any order. https://teleskola.mt/addition-addition-can-be-done-in-any-order/	Select two groups of objects to make a given total. https://teleskola.mt/addition-adding-two-1-digit-numbers/
	Use Mental strategies from previous years, including: working out a difference by counting up.	Use the following Mental Strategies: Finding differences mentally by counting up through the next multiple of 10, 100, or 1000.	I can work out a small difference by counting up from the smaller to the larger number up to ten thousand (10,000).	I can work out a small difference by counting up from the smaller to the larger number up to one hundred (100).	Know by heart all pairs of numbers with a total of 10; e.g. 3 + 7	Relate addition, including that of doubles, to counting on.

	using known number facts and place-value to consolidate mental addition/subtraction.	Adding or subtracting the nearest multiple of 10 or 100, then adjust. Adding several numbers , e.g. four or five single digits or multiples of 10 such as 40 + 50 + 80. Using known number facts and place-value for mental addition and subtraction.			Use the following Mental Strategies: identify near doubles, using doubles already known. use patterns of similar calculations. e.g. 10 – 0 = 10, 10 – 1 = 9, 10 – 2 = 8 use known number facts and place-value to add or subtract a pair of numbers mentally within the range 0 to at least 10, then 0 to at least 20. bridge to 10, when adding a single digit number.	Understand subtraction as counting back. https://teleskola.mt/take-away-subtraction/

	Check the result of a calculation and/or real life problem by using an equivalent calculation, an inverse operation or an inverse order. Select and use an appropriate operation and strategy when solving a problem.	Consolidate understanding of relationship between + and –. Understand the principles (not the names) of the commutative and associative laws, as they apply or not, to addition and subtraction.	I recognise that subtraction is the inverse of addition and vice versa. I can also state and write a subtraction statement corresponding to a given addition statement and vice versa. e.g. if 4 + 3 = 7 then 7 – 3 = 4 and vice versa	I recognise that subtraction is the inverse of addition and vice versa. I can also state and write a subtraction statement corresponding to a given addition statement and vice versa. e.g. if 4 + 3 = 7 then 7 – 3 = 4 and vice versa	Know by heart all pairs of numbers with a total of 10; e.g. 3 + 7 and their corresponding subtraction facts. https://teleskola.mt/adding-2-digit-numbers/	Say and show 'one more' and 'one less' than a number from 1 to 9 Subtract from a number of objects (up to 10) by taking away
	I can add or subtract by using the nearest multiple of 10, 100 or 1000 then adjusting. E.g. 125 + 99 = 125 + 100 -1	I can add or subtract by using the nearest multiple of 10, 100 or 1000 then adjusting. E.g. 125 + 99 = 125 + 100 -1	I can add/subtract any number by adding/subtracting a multiple of 10 and then adjusting accordingly. https://teleskola.mt/addition-adding-	I can add/subtract 9 or 11 by adding/subtracting 10 and then adjusting by 1.	Identify the number that is 1 or 10 more or less than any given number within the range 0 to 30.	Say and show 'one more' and 'one less' than a number from 1 to 9

			multiples-of-10-and-adjusting/		Use the following Mental Strategy: add 9 to single-digit numbers by adding 10 then subtracting 1.	
	I can use column addition and subtraction with up to four-digit numbers I can work through situations involving addition and subtraction with four-digit numbers. https://teleskola.mt/addition-addition-with-regrouping/	I can use column addition and subtraction with up to four-digit numbers I can work through situations involving addition and subtraction with four-digit numbers. https://teleskola.mt/addition-introduction-to-addition-with-regrouping/	I can use column addition and subtraction with up to three-digit numbers. I can work through situations involving addition and subtraction with two digit numbers (total up to 1000).	Recognise and demonstrate that more than two numbers can be added together. I can work through situations involving addition and subtraction with two digit numbers (total up to 100). https://teleskola.mt/addition-adding-	Recognise and demonstrate that more than two numbers can be added together.	Select two groups of objects to make a given total. Understand addition as the combination of two sets (extend to three sets)

I can add and subtract whole and decimal numbers up to two decimal places using informal methods.	I can add and subtract whole and decimal numbers up to two decimal places using informal methods.		two-2-digit-numbers/
I can use column addition or subtraction methods using decimal numbers up to two decimal places.	I can use column addition or subtraction methods using decimal numbers up to two decimal places.		
I can derive quickly decimals that total 1 or 10.	I can derive quickly decimals that total 1 or 10.		

	Explore mathematical patterns, particularly using addition and subtraction.	Explore mathematical patterns, particularly using addition and subtraction.	I can derive all pairs of 100 in multiples of 5 and 10. I can derive all number pairs that total one hundred (100).	I can derive all pairs of 100 in multiples of 10.	Number bonds to make 10	Number bonds to make 10
	Relate mathematical patterns to arithmetical facts and operations.	Relate mathematical patterns to arithmetical facts and operations.	I can derive all pairs of multiples of 50 with a total of one thousand (1000).	I can derive all pairs of 100 in multiples of 5.	Number bonds to make 5	Number bonds to make 5
	I can identify factors of any two-digit number.	I can derive all pairs of multiples of one hundred (100) with a total of one thousand (1,000).	I can derive all pairs of multiples of one hundred (100) with a total of one thousand (1,000).	I can derive all pairs of multiples of one hundred (100) with a total of one thousand (1,000).		

		I can identify factors of any two-digit number.				
	Use the following Mental Strategy: using factors and/or partitioning. e.g. • 35 × 18 = 35 × 6 × 3 • 87 × 6 = (80 × 6) + (7 × 6) • 3·4 × 3 = (3 × 3) + (0·4 × 3)	Select and use an appropriate operation and strategy when solving a problem.	I recognise that multiplication of 2, 3, 4, 5, 6, 7, 8 & 10 is multiple groups (repeated addition). I recognise that I can multiply numbers in any order and get the same result.	I recognise that multiplication of 2, 4, 5 & 10 is multiple groups (repeated addition). https://teleskola.mt/array-and-add/ https://teleskola.mt/multiplication-introduction-to-multiplication-as-repeated-addition/ I recognise that I can multiply numbers in any order and get the same result.	Count on in steps of 1s, 10s, 2s, 5s and 3s.	Talk about, recognise and recreate simple patterns e.g. counting in 2's and 10's.

	Understand the effect of and the relationship between the four operations.	Understand the effect of and the relationship between the four operations.	I associate division as equal sharing [×2, ×3, ×4, ×5, ×6, ×8 & ×10]. I associate division as equal grouping using 2, 3, 4, 5, 6, 8 & 10.	I associate division as equal sharing [×2, ×4, ×5, ×10] I associate division as equal grouping using 2, 4, 5 & 10.	
	I recognise that division is the inverse of multiplication. I can also state and write a division statement corresponding to a given multiplication statement 2, 3, 4, 5, 6, 7, 8, 9 and 10 and vice versa.	I recognise that division is the inverse of multiplication. I can also state and write a division statement corresponding to a given multiplication statement (2, 3, 4, 5, 6, 8 and 10 same as Level 5) and 7 and 9 vice versa.	I recognise that division is the inverse of multiplication. I can also state and write a division statement corresponding to a given multiplication statement (2, 3, 4, 5, 6, 8 and 10 multiplication facts) and vice versa.	I recognise that division is the inverse of multiplication. I can also state and write a division statement corresponding to a given multiplication statement (2, 4, 5 and 10 multiplication facts) and vice versa.	

	I can multiply and divide any integer by 10, 100 or 1000. I can use written methods for multiplication and division by 10 and 100 including decimals.	I can multiply and divide any integer by 10, 100 or 1000. I can use written methods for multiplication and division by 10 and 100 including decimals.	I can mentally multiply an integer by multiples of 10 and hundred (100).	I can mentally multiply an integer up to 10 by 10.		
	I can derive doubles and halves of whole and decimal numbers.	I can derive doubles and halves of whole and decimal numbers.	I can double whole numbers up to thousand (1,000). I can halve even numbers up to one thousand (1,000). I can recognise that halving is the inverse of doubling.	I can double whole numbers up to a total of hundred (100). I can halve even numbers up to hundred (100). I can recognise that halving is the inverse of doubling.	Know by heart addition doubles of all numbers to at least 5 (up to a total of 10). https://teleskola.mt/learning-doubles/	

		I can find remainders after division and express the remainder as a fraction.	I can find remainders after division (restricted to divisors up to10) and express the remainder as a fraction.	I can find remainders after division (restricted to dividends of 2, 3, 4, 5, 6, 8, 10 & 100).			
		I can work through simple two-step situations using addition, subtraction, multiplication and/or division.I can also give a rough estimate of the answer of such situations and I can check the reasonableness of the answer.	I can work through simple two-step situations using addition, subtraction, multiplication and/or division.I can also give a rough estimate of the answer of such situations and I can check the reasonableness of the answer.	I can work through simple one-step situations using addition, subtraction, multiplication and/or division [×2, ×3, ×4, ×5, ×6, ×8 & ×10].	I can work through simple one-step situations using addition [up to a total of 100], subtraction [within 100], multiplication [×2, ×4, ×5, ×10] and/or division [×2, ×4, ×5, ×10, no remainders].		

	I can use written methods for: ThHTU x U (TU x U, HTU x U) HTU x TU (TU x TU) U.t x U TU.t x U U.th x U	I can use written methods for: ThHTU x U(TU x U, HTU x U) U.t x UTU. t x U U.th x U	I can also give a rough estimate of the answer of such situations and I can check the reasonableness of the answer.	I can also give a rough estimate of the answer of such situations and I can check the reasonableness of the answer.		
	I can use written methods for: ThHTU ÷ U HTU ÷ TU U.t ÷ U TU.t÷ U	I can use written methods for: HTU ÷ U TU ÷ U U.th ÷ U				
	I can round any whole number to the nearest ten, hundred & thousand. I can round remainders to the nearest whole	I can round any whole number to the nearest ten, hundred & thousand. I can round remainders to the nearest whole	I can round any whole two-digit number to the nearest ten and any three-digit number to the nearest one hundred (100).	I can round any whole number less than one hundred (100) to the nearest ten.		

	number depending on the context.	number depending on the context.			
	I recognise unit fractions and use them to find fractions of shapes, numbers and quantities. I can associate fractions and division. E.g. What is $\frac{1}{8}$ of 32? Therefore, what is $\frac{5}{8}$ of 32?

I can find fractions of whole numbers. | I recognise unit fractions and use them to find fractions of shapes, numbers and quantities. I can associate fractions and division. E.g. What is $\frac{1}{8}$ of 32? Therefore, what is $\frac{5}{8}$ of 32?

I can find fractions of whole numbers. | I can recognise and name one half (½) of a small number of objects.

I can recognise and name one quarter (¼) of a small number of objects.

I recognise unit fractions (one half ½ , one quarter ¼) in numbers.

I can find fractions of a number through concrete and pictorial representations. | I recognise unit fractions (one half ½ , one quarter ¼) in shapes.

I can find one half and one quarter of a number. | |

	I can use decimal notation for tenths and hundredths and know what each digit represents. I can round a decimal number with two decimal places to the nearest tenth or to the nearest whole number. I can compare and order decimals and position them on a number line.	I can use decimal notation for tenths and hundredths and know what each digit represents. I can round a decimal number with two decimal places to nearest whole number.				

	I can work through simple situations that involve direct proportion when unknown quantities are simple multiples of known quantities (e.g. A 'cup cakes' recipe uses 2 eggs to make 10 cupcakes. How many eggs will be needed to make 25 cupcakes?	I can work through simple situations that involve direct proportion when unknown quantities are simple multiples of known quantities (e.g. A 'cup cakes' recipe uses 2 eggs to make 10 cupcakes. How many eggs will be needed to make 25 cupcakes?			
	I can convert euro to cent and vice versa.	I can convert euro to cent and vice versa.	I can recognise that 1 euro is equal to one hundred (100) cent	I can recognise that 1 euro is equal to one hundred (100) cent	Recognise coins of different values up till two euro. https://teleskola.mt/data-handling-sorting-coins/	Sort and recognise euro coins including the one euro coin.

	I can work out totals of up to ten thousand and give the correct change.	I can work out totals of up to ten thousand and give the correct change.	I can work out totals up to one hundred (100) euro and give the correct change.	I can work out totals up to 1 euro and give the correct change.	Work out totals up to 20 cent. Work out change from twenty cent.	Order coins starting from 1 cent going up to the highest value.
	I can calculate, compare and discuss special offers.	I can calculate, compare and discuss special offers.	I can handle small amounts of money in classroom situations (e.g. keeping track of money collected from small change for charity money collections). I can plan an activity within a given budget (e.g. using tickets, travel brochures, price lists, menus...). I can use receipts, simple menus, entrance tickets to work out	I can handle small amounts of money in classroom situations (e.g. keeping track of money collected from small change for charity money collections). I can plan an activity within a given budget (e.g. using tickets, travel brochures, price lists, menus...). I can use receipts, simple menus, entrance tickets to work out	Understand notation € for euro and c for cent. Use coins to pay.	Understand (begin to) and use the vocabulary related to money. Use coins to pay.

			totals and change. I recognise that prices marked as €0 .99 are a marketing strategy to make prices more attractive.	totals and change. I recognise that prices marked as €0 .99 are a marketing strategy to make prices more attractive.		
I can use assistive technology (e.g. tablets & computers) and other resources (e.g. array cards, base 10 blocks, Cuisenaire rods, fraction wall, euro coins, ten frames, Unifix cubes) appropriate to this level to calculate and to learn about numerical calculations.						

Algebra – Fundamentals of Algebra	I can recognise and extend pictorial patterns and number sequences. I can generate and recall the first ten square numbers. I can generate and recall the first five cube numbers. I can recognise and extend number sequences and predict the next few terms.	I can recognise and extend pictorial patterns and number sequences. I can generate and recall the first ten square numbers. I can recognise and extend number sequences and predict the next few terms.	I can recognise and extend simple pictorial patterns and number sequences formed by counting any positive integer in constant steps.	I can recognise and extend simple pictorial patterns and number sequences formed by counting any positive integer in constant steps.	Count on and back in steps of 1s, 10s, 2s, 5s and 3s.	Talk about, recognise and recreate simple patterns e.g. counting in 2's and 10's. https://teleskola.mt/counting-forward-and-backward-to-and-from-10/

	I can work through an equation where there are pictures instead of numbers.	I can work through an equation where there are pictures instead of numbers.	I can recognise the use of an empty box symbol to stand in for an unknown number and can find the unknown number.	I can recognise the use of an empty box symbol to stand in for an unknown number and can find the unknown number. https://teleskola.mt/missing-number-in-addition-up-to-100/	Use the +, – and = signs to write a number sentence and recognise the use of symbols such as ☐ or △ to stand for an unknown number. https://teleskola.mt/missing-number-in-additon/	Part-part whole number bonds
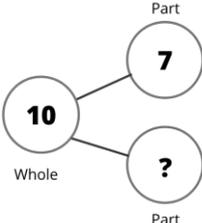
I can use assistive technology (e.g. tablets & computers) and other resources (e.g. array cards, bar model, equation balance, ten frames) appropriate to this level to learn about the fundamentals of algebra.

| Angles | I can show and label the eight compass points.

I can recognise and illustrate that a whole turn is the same as 4 right angles and half a whole turn is the same as 2 right angles.

Make and measure clockwise and anticlockwise turns (in degrees and right angles). | I can show and label the eight compass points.

I can recognise that a whole turn is the same as 4 right angles and half a whole turn is the same as 2 right angles.

I can describe half right-angle rotations.

I can describe 90° and 180° rotations both clockwise and anticlockwise. | I can show and label the four compass points.

I can make and describe right angle turns including turns between the four compass points.

I can recognise and illustrate that a right angle is a quarter (¼) of a whole turn.

I can describe right angle rotations. | I can recognise and illustrate that a right angle is a quarter (¼) of a whole turn.

I can also recognise such angles in 2D shapes and in the environment. | | |
|---|---|---|---|---|---|---|

	I can define and illustrate that an angle is a measure of turn. I can describe 90° and 180° rotations both clockwise and anticlockwise. I can also describe 45°, 135°, 225°, 270° and 315° rotations both clockwise and anticlockwise. I can estimate, sort, measure and draw angles up to 180° with a protractor (margin of error: +/- 5°).	I can define and illustrate that an angle is a measure of turn. Order angles less than 180°. I can identify and distinguish between acute and obtuse angles.	I can compare an angle with a right angle. I can also recognise such angles in 2D shapes and in the environment. I can recognise, measure and draw angles of 90° and 180° without the use of a protractor.	I can compare an angle with a right angle.		

	I can identify and distinguish between acute and obtuse angles.				
	I can recognise and draw examples of horizontal and vertical lines. I can recognise examples of parallel and perpendicular lines. I can draw such lines on a square grid. I can deduce that the angles on a straight line add up to 180°. I can also work out the	I can recognise and draw examples of horizontal and vertical lines.			

	size of missing angles in diagrams showing angles on a straight line. I can deduce that the angles around a point add up to 360°. I can also work out the size of missing angles in diagrams showing angles at a point.					
	I can read and interpret scales involving whole numbers.	I can read and interpret scales involving whole numbers.	I can define the length of an object as a measure of the distance between the endpoints of an object.	I can define the length of an object as a measure of the distance between the endpoints of an object up to 1 metre (m).	Use language such as long/short and longer/ shorter to compare two quantities.	Use language such as long/short and longer/ shorter to compare two quantities.

			https://teleskola.mt/estimating-and-measuring-in-metres-and-centimetres/	https://teleskola.mt/measuring-length/		
			I can read and interpret scales involving whole numbers (up to 10,000).	I can read and interpret scales involving whole numbers (up to 100).		
	I can read and interpret scales involving whole numbers.	Know the equivalent of one half, one quarter, three quarters and one tenth of 1 kg. I can read and interpret scales involving whole numbers.	I can define the mass of an object as a measure of the amount of material in an object using standard units. I can read and interpret scales involving whole numbers (up to 10,000).	I can define the mass of an object as a measure of the amount of material in an object using non-standard units. https://teleskola.mt/mass-measure-and-compare/	Understand and use the vocabulary related to mass to compare two masses by direct comparison; extend to more than two.	Use language such as heavier or lighter to compare two quantities, then more than two, by making direct comparisons of masses https://teleskola.mt/mass-heavy-and-light/

				I can read and interpret scales involving whole numbers (up to 100).	Measure using uniform nonstandard units https://teleskola.mt/mass-heavier-and-lighter/	Compare the weights of two objects directly, using balance scales. https://teleskola.mt/mass-weight-non-standard-units/
	Measure and draw lines on scales to the nearest millimetre. https://teleskola.mt/capcity-review/ I can read and interpret scales	Know the equivalent of one half, one quarter, three quarters and one tenth of 1 litre in *ml*.	I can define the capacity of a container as the total amount of fluid that can be poured into the container using standard units. I can read and interpret scales	I can define the capacity of a container as the total amount of fluid that can be poured into the container using non-standard units.	Understand and use the vocabulary related to capacity. Compare two capacities by direct comparison; extend to more than two.	Understand and use the vocabulary related to capacity. Use language such as more or less to compare two quantities, then more than two, by making direct comparisons and

involving whole numbers.	I can read and interpret scales involving whole numbers.	involving whole numbers (up to 10,000).	https://teleskola.mt/measuring-capacity/ I can read and interpret scales involving whole numbers (up to 100).	https://teleskola.mt/measuring-capacity-2/	filling and emptying containers. https://teleskola.mt/capacity/
I can read and write the vocabulary related to length, mass & capacity.	I can read and write the vocabulary related to length, mass & capacity.	I can read and write the vocabulary related to length, mass & capacity.	I can read and write the vocabulary related to length, mass & capacity.	Use language such as long/short and longer/ shorter, heavier/lighter, full/half full... to compare two quantities.	Use language such as long/short and longer/ shorter, heavier/lighter, full/half full... to compare two quantities.
Use (measure and estimate), read and write standard metric units, including their abbreviations in order to refer to	Use, read and write standard metric units, including their abbreviations, and relationships between them.	I know the standard metric units of length (kilometres, metres, centimetres & millimetres), mass	I know the standard metric units of length (metres & centimetres). I also know the abbreviations of	Suggest suitable standard or uniform non-standard units and measuring units to estimate.	

			(kilograms & grams); and, capacity (litres & millilitres). I also know the abbreviations of these standard units and I understand the relationships between different units of the same measure.	these standard units and recognise the relationships between them		
	I can estimate, measure and compare lengths, masses, and, capacities.	I can estimate, measure and compare lengths, masses, and, capacities.	I can estimate, measure and compare lengths, masses, and, capacities.	I can estimate, measure and compare lengths, masses, and, capacities.	Compare two lengths/heights by direct comparison; extend to more than two https://teleskola.mt/measuring-length-using-non-standard-units-2/	Estimate (begin to) and measure length/height using nonstandard units. https://teleskola.mt/measuring-length-using-non-standard-units/
			I can use the decimal notation to	I can use the decimal notation to	Record estimates and measurements	Record estimates and measurements

			express measures of length, mass and capacity.	express measures of length, mass and capacity.	using nonstandard units.	using nonstandard units. https://teleskola.mt/measuring-length-using-non-standard-units-2/
	I can convert and use larger to smaller standard metric units of mass (kg, g), length (km, m, cm, mm) & capacity (l, ml), and vice versa.	I can convert and use larger to smaller standard metric units of mass (kg, g), length (km, m, cm, mm) & capacity (l, ml), and vice versa.	I can convert and use larger to smaller standard metric units of mass (kg, g), length (km, m, cm, mm) & capacity (l, ml), and vice versa.			
			I can draw a line to the nearest centimetre.	I can draw a line to the nearest centimetre.	Measure the length or height of an object using nonstandard units.	Measure the length or height of an object using nonstandard units.
	I can define area as the measure of the amount of	I can define area as the measure of the amount of				

	surface of a flat shape. I can read and write the vocabulary related to area. I know the standard metric units of area (square kilometres, square metres, square centimetres & square millimetres). I also know the abbreviations of these standard units and recognise the relationships between different	surface of a flat shape. I can read and write the vocabulary related to area. I know the standard metric units of area (square metres, square centimetres & square millimetres). I also know the abbreviations of these standard units and recognise the relationships between different units of the same measure.			

	units of the same measure. I can estimate, measure and compare areas. I can work out the areas of squares and rectangles by counting squares on a grid. I can work out the area of squares and rectangles by using the formula: length x breadth. I can use the decimal notation to express metric measures of area.	I can estimate, measure and compare areas. I can work out the areas of squares and rectangles by counting squares on a grid. https://teleskola.mt/finding-area-by-counting-squares/ I can work out the area of squares and rectangles by using the formula: length x breadth. https://teleskola.mt/area-of-a-rectangle/				

	I can work out the area of a right angled triangle by considering it as half a rectangle. https://teleskola.mt/area-of-triangle/ I can work out the area of compound shapes that are made up of squares and rectangles.	I can use the decimal notation to express metric measures of area.			
	I can define perimeter as the edge of a shape. I can identify the perimeters of regular and irregular polygons and can measure and calculate their lengths.	I can define perimeter as the edge of a shape. I can identify the perimeters of regular and irregular polygons and can measure and calculate their lengths.			

	Use and compare units of time.	Use, read and write the vocabulary related to time	I can read and write the vocabulary related to time.	I can read and write the vocabulary related to time.	Understand and use the vocabulary of time.	Understand and use the vocabulary of time. https://teleskola.mt/duration-of-one-minute/
	I can convert and use larger to smaller standard units of time (hours, minutes and seconds) and vice versa. I can estimate and measure time using seconds, minutes and hours. I can work out the duration of a time interval, the starting time and the finishing time.	I can convert hours to minutes (and vice versa) and minutes to seconds (and vice versa). I can estimate and measure time using seconds, minutes and hours. I can work out the duration of a time interval, the starting time and the finishing time.	I can use standard units of time and know the relationships between them.	I can use standard units of time and know the relationships between them.	Sequence familiar events.	Sequence familiar events.

	I can solve word problems involving addition and subtraction of time given in hours and minutes.	I can solve word problems involving addition and subtraction of time given in hours and minutes.				
	I can read and write time to the hour/half hour/quarter hour using terms 'o'clock', 'half past', 'quarter past' and 'quarter to'. I can read, write and use the 12-hour clock (analogue and digital) to 1 minute also using terms 'past' and 'to'.	I can read and write time to the hour/half hour/quarter hour using terms 'o'clock', 'half past', 'quarter past' and 'quarter to'.	I can read and write time to the hour/half hour. I can read, write and use the 12-hour clock (analogue and digital) to 5 minutes. [terms 'past' and 'to' are not mandatory] I can draw hands on the clock face to show time.	I can read and write time to the hour/half hour. https://teleskola.mt/reading-the-clock-to-the-hour-and-half-hour/ I can read, write and use the 12-hour clock (analogue and digital) to 5 minutes. [terms 'past' and 'to' are not mandatory] https://teleskola.mt/telling-time-1-6/	Read the time to the hour or half hour. https://teleskola.mt/telling-time-1-4/ Show the time to the hour or half hour on an analogue clock.	Read the time to the hour. https://teleskola.mt/telling-time-1/ https://teleskola.mt/time-reading-the-clock-oclock-time/ Show the time to the hour on an analogue clock.

	I can read and use the 24-hour clock (analogue and digital).		I can determine a time interval (hour/half hour) from an o'clock time.	I can draw hands on the clock face to show hour/half hour.		
			I can use a.m. and p.m			
	I can read and use a timetable and a timeline.	I can read and use a timetable and a timeline.	I can read and use a calendar	I can read and use a calendar	Know the days of the week in order and the seasons of the year. https://teleskola.mt/days-of-the-week-and-seasons-of-the-year/	Recognise that there are seven days in a week and put them in order.
I can use assistive technology (e.g. tablets, computers, Bee-bots & Pro-bots) and other resources (e.g. 2D plastic shapes, clocks, measuring tools & instruments, navigation compass, set squares, timeline) appropriate to this level to learn about measures.						

Shape, Space & Measures – Euclidean Geometry	I can classify triangles according to the length of their sides and the size of their angles (scalene, isosceles, equilateral and right-angled triangles). https://teleskola.mt/classifying-triangles/ I can deduce that the sum of the angles of a triangle is 180°. I can also work out the size of missing angles in triangles.	I can classify triangles according to the length of their sides (scalene, isosceles & equilateral). https://teleskola.mt/classifying-triangles-according-to-the-length-of-their-sides/	I can recognise, name, draw and describe the simple 2D shape: the triangle.	I can recognise, name, draw and describe the simple 2D shape: the triangle.	Name and talk about 2-D (flat) shapes. https://teleskola.mt/2-d-shape-shape-hunt/	Name 2-D (flat) shapes. https://teleskola.mt/2d-shapes-shape-learning-wheel/ https://teleskola.mt/2-d-shapes-masking-tape-shapes/

	I can draw squares and rectangles given the lengths of the sides.	I can draw squares and rectangles given the lengths of the sides.	I can recognise, name, sketch and describe the simple 2D shapes: the square and the rectangle.	I can recognise, name, sketch and describe the simple 2D shapes: the square and the rectangle.	Name and talk about 2-D (flat) shapes. https://teleskola.mt/designing-and-building-with-2d-shapes/	Talk about, recognise and recreate patterns. https://teleskola.mt/threading-2d-shapes/
	I can recognise, name and draw the simple 2D shape: the circle.					
	I can sort, name and classify polygons using properties such as the number of sides and the size of the interior angles.	I can sort, name and classify polygons using properties such as the number of sides.	I can sort, and classify simple 2D shapes using their various properties.	I can sort, and classify simple 2D shapes using their various properties. https://teleskola.mt/2d-shape-popsicle-shapes/	Talk about the properties of 2D shapes such as the number and type of sides and the number of corners https://teleskola.mt/2d-shapes-shape-bingo/	Put sets of objects and shapes in order of size.

	I can identify 'regular' and 'irregular polygons'.	I can identify 'regular' and 'irregular polygons'.				
	I can recognise and name the simple 3D shapes: the cylinder, cone, triangular prism and square-based pyramid. I can visualise the simple 3D shapes (cube, cuboid, cylinder, cone, square-based pyramid & triangular prism) from 2D drawings. I can identify and count faces, vertices and edges	I can recognise and name the simple 3D shapes: the cylinder, cone, and square-based pyramid. I can visualise the simple 3D shapes (cube, cuboid, cylinder, cone & square-based pyramid) from 2D drawings. I can identify and count faces, vertices and edges	I can recognise and name the simple 3D shapes: the cube and the cuboid. https://teleskola.mt/3-d-shape-scavenger-hunt/	I can recognise and name the simple 3D shapes: the cube and the cuboid.	Name and talk about 3-D (solid) shapes and their properties such as the number and shape of faces, edges and corners.	Name (begin to) 3-D (solid) shapes. https://teleskola.mt/3d-shapes-roll-stack-or-slide/

	of simple 3D shapes (cube, cuboid, cylinder, cone, square-based pyramid & triangular prism). I can identify possible and impossible nets for a closed and an open cube.	of simple 3D shapes (cube, cuboid, cylinder, cone & square-based pyramid).			
I can use assistive technology (e.g. tablets & computers, Pro-bots) and other resources (e.g. 2D & 3D plastic shapes) appropriate to this level to learn about measures					

Transformation Geometry			I can distinguish between right, left, up and down and can move an object in each of these directions. I can also describe the movement of the object in each of these directions.	I can distinguish between right, left, up and down and can move an object in each of these directions. I can also describe the movement of the object in each of these directions.	Follow instructions related to positions, direction and movement. Recognise right and left.	Follow instructions about positions, directions and movement. Recognise and use the language of movement.
			I can read and write the vocabulary related to position, direction and movement.	I can read and write the vocabulary related to position, direction (clockwise or anti-clockwise) and movement.	Use everyday language to describe position, direction and movement.	Recognise and use the language of direction.

	I can locate position on a grid with labelled rows and columns.	I can locate position on a grid with labelled rows and columns.	I can describe and find the position of a square on a grid of squares with rows and columns labelled.	I can describe and find the position of a square on a grid of squares with rows and columns labelled.	Recognise and use the language of position.	Recognise and use the language of position.
	I can identify and draw lines of symmetry in triangles and quadrilaterals. I can recognise reflective symmetry in regular polygons. I can classify triangles using reflective symmetry. I can complete symmetrical	I can identify and draw lines of symmetry in triangles and quadrilaterals.	I can recognise shapes with no, one and two lines of symmetry. I can identify and draw lines of symmetry in simple 2D shapes. I can draw the other half of a simple symmetrical object inspired by examples of symmetry in nature.	I can recognise shapes with no, one and two lines of symmetry. I can identify and draw lines of symmetry in simple 2D shapes.	Recognise the line of symmetry of familiar objects and shapes around them. Draw the line of symmetry of familiar objects and shapes around them. Recognise line of symmetry.	Identify symmetrical objects in the environment.

	patterns given one and two lines of symmetry at right angles.		I can recognise reflective symmetry in a square			
I can use assistive technology (e.g. tablets, computers, Bee-bots & Pro-bots) and other resources (e.g. 2D & 3D plastic shapes) appropriate to this level to learn about transformation geometry.						

Data Handling & Chance – Statistics	I can construct a frequency table using a tally column.	I can construct a frequency table using a tally column.	I can collect, sort, organise (including tally) and classify data in a table.	I can collect, sort, organise (including tally) and classify data in a table.	Solve a given problem by sorting, classifying and organising information in simple ways.	Solve a given problem by sorting, classifying and organising information in simple ways.
	https://teleskola.mt/data-handling-charts-graphs-and-diagrams/	https://teleskola.mt/data-handling-tally-and-frequency-tables/		https://teleskola.mt/tally-charts/	https://teleskola.mt/data-handling-sorting-and-classifying/	https://teleskola.mt/data-handling-sorting-and-classifying-2/
	I can interpret the mean as the total amount divided by the number of items. I can work out the mean (number or quantity) and can work out the total amount given the		I can read and interpret a frequency table. I can complete a frequency table	I can read and interpret a frequency table.	https://teleskola.mt/data-handling-sorting-colours/ Discuss and explain results. https://teleskola.mt/block-graphs-colours/	Discuss and explain results.

	mean and the number of items.				https://teleskola.mt/data-handling-block-graphs/ https://teleskola.mt/data-handling-castle-colours/	
	I can read and interpret a bar chart and a bar-line graph. I can construct a bar chart and a bar-line graph.	I can read and interpret a bar chart. I can construct a bar chart.	I can read and interpret a block graph. I can construct a block graph.	I can read and interpret a block graph. https://teleskola.mt/data-handling-constructing-and-interpreting-a-block-graph/	Solve a given problem by sorting, classifying and organising information in simple ways. Discuss and explain results.	Solve a given problem by sorting, classifying and organising information in simple ways. Discuss and explain results.
	I can work through a situation by representing and interpreting data in tables, graphs,	I can work through a situation by representing and interpreting data in tables, bar charts and diagrams.	I can work through a situation by representing and interpreting data in tables, graphs and charts.	I can work through a situation by representing and interpreting data in tables, graphs and charts.	Solve a given problem by sorting, classifying and organising information in simple ways.	Solve a given problem by sorting, classifying and organising information in simple ways.

	charts and diagrams.				
	I can read and interpret a pictograph where the symbol represents a number of units. I can draw a pictograph where the symbol represents a number of units.	I can read and interpret a pictograph where the symbol represents a number of units. I can draw a pictograph where the symbol represents a number of units.	I can read and interpret a pictograph where the symbol represents one or two units. I can draw a pictograph where the symbol represents one or two units.	I can read and interpret a pictograph where the symbol represents one or two units.	Solve a given problem by sorting, classifying and organising information in simple ways. Discuss and explain results.	Solve a given problem by sorting, classifying and organising information in simple ways. Discuss and explain results.
	I can complete a given Carroll diagram	I can complete a given Carroll diagram.	I can read and interpret a Carroll diagram	I can read and interpret a Carroll diagram. https://teleskola.mt/data-handling-carroll-diagrams/		
I can use assistive technology (e.g. tablets & computers) and other learning resources to learn about statistics.					

Not found in Syllabus

Included for progression purposes

For feedback kindly contact:

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